**WHERETO: Culture**

**While looking at each letter, consider perspective of the LEARNER.**

**W= How will I help learners know what they will be learning? Why this is worth learning? What evidence will show their learning? How their performance will be evaluated?**

I will help learners know that what they are learning is valuable by connecting to their personal lives. We will be discussing how unique each student is and the differences in each person that makes them special. We will be talking a lot about how our families celebrate different traditions and what those traditions mean to us. We will also discuss the standards that address this project. Students will show their learning by presenting their knowledge in a style of their choice. If students choose to create a website their website will be posted on the school’s intranet for other students, teachers and parents to view. If students choose a brochure, mural or poster we will display these in the school library and post pictures of them on the school’s intranet. This will make the learning more authentic as it is reaches a broader audience.

**H= How will I hook and engage the learners? In what ways will I help them connect desired learning to their experiences and interests?**

We will begin the unit with a read-aloud of Lights of Winter: Winter Celebrations Around the World. This book introduces the major winter holidays celebrated in different parts of the word. After the read-aloud we will discuss the traditions and holidays celebrated by each individual’s family. We will also begin a KWL chart on the major Winter Holidays discussed in the book.

**E= How will I equip students to master indentified standards and succeed with the targeted performances? What learning experiences will help develop and deepen understanding of important ideas?**

I will equip them with knowledge and skills to perform tasks through mini-lessons. These mini-lessons will teach skills for choosing a valid source, gathering and organizing information, editing and revising and presenting information. These skills will allow the students to participate in valuable learning and will give them direction to ensure they master the identified standards. I will provide the students with several learning experiences that will help deepen and develop their understanding of the important concepts such as guest speakers, real artifacts and celebrations of each holiday/tradition.

**R= How will I encourage the learners to rethink previous learning? How will I encourage ongoing revision and refinement?**

We will be continuously shaping our ideas about cultures and traditions through asking questions and discussing. I will conference with groups of students on their findings and ask questions to help further their understanding or to question their understanding.

**E= How will I promote students' self evaluation and reflection?**

Students will help create the rubric that will assess their final project. Each student will grade themselves and a peer before I grade them. They will also reflect in a journal about what they learned that day and any questions they still have.

**T= How will I tailor the learning activities and my teaching to address the different readiness levels, learning profiles, and interests of my students?**

The students’ projects will be tailored to their interests because they will choose a holiday or culture to investigate. Their projects will also be tailored to their learning profiles because students will have the choice of how to present their information for their final project. Readiness levels will be addressed through monitoring, conferencing, formative assessment and cooperative group learning.

**O= How will the learning experiences be organized to maximize engaging and effective learning? What sequence will work best for my students and this content?**

Students will be given a lot of individual learning time to explore their topic and practice their research skills. Throughout the week we will meet periodically to discuss progress and to engage in mini-lessons that will help guide the students in their research. If the need arises, I will meet with individual students to further explain or teach. I will not be a presenter of information but rather a facilitator of learning.

Integrating Differentiated Instruction and Understanding by Design by Carol Ann Tomlinson and Jay McTighe. Pages 120-127.